

**RELATIONSHIP BETWEEN EMPOWERMENT OF TEACHERS
AND PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN
TIRIKI WEST DIVISION OF VIHIGA DISTRICT, KENYA**

**BY
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**A Research Project Presented in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Business
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DECLARATION

I hereby declare that this research project is my original work and has not previously in entirety or part been presented in any other college or university for the award of a degree; and that all citations and references in the text have been dully acknowledged.

Signature: 

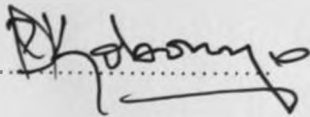
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God bless you all.

DEDICATION

I dedicate this project work to my dear parents Mr. and Mrs. Okioma for the moral and financial support they gave me. May God bless them abundantly.

ABSTRACT

Teacher empowerment means investing teachers with the right to participate in the determination of school goals and policies and to make professional judgment about what and how to teach. The performance of students in schools depends on many variables including student discipline, their interest and way of socialization, among others; but the most important variable is the empowerment of teachers who handle learners. This study on the relationship between empowerment of teachers and performance of public secondary schools in Tiriki West Division of Vihiga District was conceived out of the argument that the motivation of teachers at work can be achieved through empowerment. The objective of the study was to determine the relationship between empowerment of teachers and performance. It was envisaged that the findings will encourage school supervisors in Tiriki West to embrace employee empowerment as a human resource practice in the schools. The research design was a cross-sectional descriptive design. Data collected was analyzed using descriptive statistics such as frequency distribution, mean scores, percentages and standard deviations. Pearson's correlation technique was used to test the strength and significance of the relationship between employee empowerment and schools performance. The findings presented and discussed in chapter four, suggest that there are various factors that affect the extent of performance of public secondary schools in Tiriki West Division. The factors include training, financial resources, decision making, communication and employee relations. But amongst all these factors, communication with a correlation coefficient of 0.92 was found to affect performance more than all the other factors. On the other hand, participation through career development had the least influence on performance with a

correlation of 0.02. The findings have been presented in text form and were also summarized in tables.

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CHAPTER ONE: INTRODUCTION

1.1 Back ground of the study

Modern organizations today operate in a competitive, dynamic and rapidly changing environment. These changes include the development of global markets, technological advances, shifting workforce attributes, emphasis on quality and organizational changes such as restructuring and retrenchment (Reece and Brandt, 1999). In response to these changes, organizations have had to shift from the hierarchical forms of leadership in an attempt to improve operations, lower costs, and produce quality and variety of products (Arkin, 1995). Successful companies carrying out such policies have been lauded as exemplary on the new managerial approach (Peters and Waterman 1982; Kantar 1983).

Employees are the most valuable resource of an organization and that involving employees in organizational policy making particularly at customer interface would enhance their motivation and performance. The rise of human resource management in the 1980's inspired by new managerial policy initiatives led management practitioners to rethink the need for change in the way employees are managed in order to ensure their commitment to the goals and values of the organization (Peters and Waterman 1982).

Recognition of the importance of employee empowerment by organizations in developing countries in recent years has been heavily influenced by the relative success of the concept in developed countries, where employee empowerment is greatly emphasized.

This re-discovery of the intrinsic worth of employees was driven by the relative decline in United States of America economic underperformance at a time when Japan's economy was performing well. The concept of employee empowerment gained immense popularity in the 1990's and is set to continue as a popular organizational initiative. This popularity may be attributed to the realization of the importance of the human resource in an organization as the foundation of any quality improvement or customer satisfaction programme (Peters and Waterman 1982). The key to Japanese success was the involvement of employees in work groups such as quality circles (Lawler 1998).

1.1.1 Employee Empowerment

Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes (World Bank, 2002). The term employee empowerment is used to denote the enhanced involvement of employees in organization process including decision making. At the organization level, employee empowerment initiatives provide employees with the opportunity to participate in decision making and thereby in the control and management of the activities and the direction of the organization (Marchington et al, 1992). It is a deliberate attempt to provide employees with the capability to perform and creating an environment that enables them to ask questions and make contributions in the decision making and this comes through participation and good interpersonal skills. The belief is that if employees are involved in the activities of the organization, they will be more contented, motivated and committed to the goals and values of the organization; which will make them more productive. To involve employees is to gain their commitment to organization goals,

empowering them to take responsibility for their roles and function within the organization (Beardwell and Holden 2001). Empowerment is a process of enhancing feelings of self efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques providing efficacy information (Conger and Kanungo 1998).

The concept of empowerment involves increased individual motivation at work through the delegation of authority to the lowest level in an organization where a competent decision can be made (Conger and Kanungo, 1998; Thomas and Velthouse, 1990). Empowerment is the process of giving workers autonomy over the way that their jobs are performed and holding them accountable for the results (Hodgets and Hegar 2008).

Empowerment generally means reducing top-down control over employees with a view to involving them in dealing with issues as they arise. Empowerment means that management vests decision-making or approval authority in employees where traditionally such authority was managerial prerogative (Gandz 1990). Variance in the meaning of employee empowerment may be due to the way researchers and business practitioners define it. Empowered work force is one that shares decision making power with management (Bardwick 1991), while Frey (1993) focuses on employees and managers having equal responsibility for results. Others stress the importance of creating a shared vision and purpose within a team (Senge, 1990), or being proactive and self-sufficient in assisting an organization to achieving its goals (Herrenkohl et al, 1999).

Some researchers equate empowerment simply with employee participation (Lawler 1998; Pfeffer et al, 1998).

Teacher empowerment is investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach (Bolin 1989). Teamwork may differentiate empowering and non-empowering site-based management (Dee et al 2003). School leaders who are interested in developing a personal strategy to enable teacher empowerment, should device ways to model empowered behaviors for teachers to encourage co-operative behaviors among teachers and, most importantly to demonstrate firm trust in school personnel (Henkin and Dee, 2001).

Teacher empowerment consists of improved status, increased knowledge and access to decision making (Maeroff 1988). The dimensions of teacher empowerment include: decision making, professional growth, status, self-efficacy, autonomy and impact. Decision making refers to teachers' participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling and curriculum. To be effective, teachers' participation in decision making must be genuine and the teachers need to be confident that their decisions actually impact real outcomes. Professional growth refers to the teachers perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school. Status refers to the professional respect and admiration that the teachers perceive that they earn from colleagues. Respect is also granted for the knowledge and expertise that the teachers demonstrate, resulting in

support of their actions from others. Self-efficacy refers to the teachers perception that they are equipped with the skills and ability to help students learn, and are competent to develop curricula for students. Autonomy refers to the teachers' feeling that they have control over various aspects of their working life, textbooks, and planning instruction. Impact refers to the teachers' perception that they can affect and influence school life (Short and Rinehart 1992). Teacher empowerment is therefore perceived as a crucial factor that affects school effectiveness (Wall and Rinehart 1998).

1.1.2 Organizational Performance

Organizational performance is a collection of work activities, efficiency, effectiveness and tardiness at work; their measurement and subsequent outcome of the work activities (Dessler 2008). It is usually through performance that duties and services are provided by employees to their employers and customers alike. Each organization has some sort of employee performance appraisal which is an all purpose approach to evaluate an employee current and past performance relative to his or her standards. It can take an integrated goal oriented approach to assigning, training, assessing and rewarding employee performance. Performance measurement and management systems are key elements for improving performance and accountability (Abraham et al. 2000). Despite the wide acknowledgement about the effectiveness of performance measurement and management systems in organizations (Hatry, 1999; Newcomer 1997; Wholey 1999), they are still not being used in many organizations.

Performance measurement systems are developed as a means of monitoring and maintaining organizational control which is the process of ensuring that an organization

pursues strategies that lead to the achievement of overall goals and objectives (Nani et al, 1990). In attempting to change the focus of an organization, Belcher (1997) suggests that performance measurement is a key agent of change. The development of performance measurement in management has followed a path that has been influenced by the general push to improve quality and service, in addition to meeting costs parameters. For many organizations, the justification has been acknowledged by senior management that a lack of appropriate performance measurement can act as a barrier to change and improvement. Bititcti et al. (2000) identify that performance measurement needs to have the following characteristics: being sensitive to changes in the external and internal environment of an organization; reviewing and reprioritising internal objectives when the changes in the external and internal environment are significant enough; deploying the changes to internal objectives and priorities to critical parts of the organization, thus ensuring alignment at all times ; and ensuring that gains achieved through improvement programs are maintained.

Performance measurement provides the basis for an organization to assess how well it is progressing towards its predetermined objectives; it helps to identify areas of strengths and weaknesses, and decides on future initiatives with the goal of improving organizational performance. Measurement is not an end in itself, but a tool for more effective management. Results of performance measurement indicated what happened, not why it happened, or what to do about it. In order for an organization to make effective use of its performance measurement outcomes it must be able to make the transition from measurement to management. It must also be able to anticipate needed changes in the

strategic direction of the organization and have a methodology in place for effecting strategic change (Amaratunga, 2002).

1.1.3 Performance of Public Secondary Schools in Tiriki West Division, Vihiga District

There are a total of 30 secondary schools in the Division each with 5 academic departments. In each secondary school, there are two categories of employees, that is the teaching staff and the non teaching staff. The performance of these employees is measured using various approaches but the most common is the use of performance of the students in final examinations KCSE; Kenya Certificate Secondary Education (District Quality Assurance and Standards Officers report, DQAASO 2010). Since academics is the core business of the schools it looks from the surface that it is ideal to use the students performance as a measure of performance of the employees in the schools, both teachers and support staff; but there are other policies and practices in each school including selection, training and reward system which determine employee behaviors and competencies. Like other employees the people who work in schools expect their superiors to build a persuasive case and method that shows how in specific terms they have performed.

1.2 Statement of the problem

Economic, political and social contexts influence the type and success of the employee empowerment schemes that organizations adopt (Ramsay 1992). Employee empowerment initiatives that may work in a large bureaucratic organization may not work in a small democratic organizational culture. (Wilkinson 1998). Evidence from reviewed literature suggests that empowered employees enjoy high level of motivation and performance. They are self-driven, take initiative, and enjoy high degree of self confidence, esteem and efficiency. Pfeffer (1998) cites accumulating evidence that organizations practices that empower employees by increasing participation can result in increased employee morale, employee commitment and worker productivity. Theorist and practitioners encourage employers to create an empowered work place, citing research findings where empowered employees have been found to be more customer and service focused, more likely to share ideas, skills and knowledge thereby enhancing organizational learning to take place and more self actualized and innovative employees that contribute more to company results than less empowered employees (Hartline and Farrel 1999). Lashely (1997) view empowerment as a managerial tool which helps organizations to create an environment where every individual can use their abilities and energies to satisfy their customers.

Given that there are differences in the environment under which schools operate such as administrative, physical environment and source of funding, there are bound to be differences in performance. However, the employees in each school are hired in similar ways and contracts are drawn as per the requirements of the ministry of education.

Teacher empowerment dimensions, self-efficacy and status, appear to be crucial in predicting organizational outcomes and should therefore be strongly acknowledged by school principals who strive to raise teachers' commitment to the organization and to the profession and to increase teachers' motivation and loyalty for the benefit of the school. Principals need to establish working conditions that will bring teachers to perceive themselves as having a high level of competency, and experiencing high status and self esteem. Second, teachers who view themselves as professionals or perceive opportunities to grow professionally may contribute more to the school as their commitment to the organization and to the profession increases. Principals need to recognize that the feelings and perceptions of teachers about their schools, and their desire to attain opportunities for professional growth, are beneficial to the school itself (Boglera 2004). The supervision style and management of the human resources (teachers) varies from one institution to another; the turnover rate remains high despite the rural setup of the institutions. Short term contract of the non teaching staff in particular contribute to high staff turnover and hinders empowerment because of the short period that they have worked for the school. These unique contextual factors are likely to influence the link between empowerment and employee outcome such as job satisfaction (Gaziel, 1990)

Studies undertaken on employee empowerment have mainly concentrated on developed countries and private sector. Few studies have been done in Kenya on the subject of employee empowerment. Kaema (2010) studied the relationship between employee empowerment and performance of teachers in private secondary schools in Mombasa Area District, while Gumato (2003) studied the relationship between employee

empowerment and job satisfaction of employees in commercial banks. Various aspects of school management have been studied in Kenya but none has focused on relationship between empowerment of teachers and performance of schools in national examinations, yet schools operate in an environment that is largely different from non-school organizations. There are no known studies that have dealt with employee empowerment in schools and more so institutions in Tiriki West Division and therefore the knowledge gap.

1.3 Objective of the study

The objective of this study was to determine the relationship between empowerment of teachers and performance of secondary schools in Tiriki West Division, Vihiga District.

1.4 Value of the study

The study will help school supervisors in Tiriki West to embrace employee empowerment as a human resource practice in the institutions because when the employees are empowered they are contented, motivated and committed to the values and policies of the organization leading to improved performance. Teachers Service Commission who are the main employers of teachers in public secondary schools, and its agents at all levels may, based on the results of this study, consider embracing teacher empowerment as a policy. The findings of the study may also serve as a pointer to the forms of empowerment such as training, financial involvement, managing authority and interpersonal relations that can improve teachers' work output and student performance.

CHAPTER TWO: LITERATURE REVIEW

2.1 The Concept of Empowerment

Many management researchers as well as business practitioners have embraced employee empowerment as a potential solution to issues arising from rapid organizational changes and decreasing employee morale of the 1990's (Fisher, 1991, Spreitzer, 1995). The most common have been quality circles, team working and team briefing which are connected with overall organizational culture change schemes which involve delayering, the creation of flatter organizational structures and improved communication.

Pfeffer (1998) cites accumulating evidence that organizations practices that empower employees by increasing participation can result in increased employee morale, employee commitment and worker productivity. Theorist and practitioners encourage employers to create an empowered work place, citing research findings where empowered employees have been found to be more customer and service focused, more likely to share ideas, skills and knowledge thereby enhancing organizational learning to take place and more self actualized and innovative employees that contribute more to company results than less empowered employees (Hartline and Farrel 1999). Lashely (1997) views empowerment as a managerial tool which helps organizations to create an environment where every individual can use their abilities and energies to satisfy their customers.

For empowerment to work it requires changes in both management and employees. The management or the leadership must want and believe that employee empowerment makes good business sense, while employees must act to improve the business. For an

organization to practice and foster employee empowerment, the management must trust and communicate with its employees, as employees commitment is the foundation of any employee empowerment initiative. It is important that management share information, creates autonomy and feedback mechanisms, and trains and creates self directed teams for empowerment to succeed. Autonomy is seen as allowing employees to decide how to handle a problem when an exceptional structure occurs. Feed back is the base for employee autonomy to work effectively as it improves the ability of making decision through employee evaluations and information exchange. For autonomy to work, management must equip employees with necessary tools and guidelines (Sitterly 1998).

(Mullins, 2005) and Liden and Arad, (1996) stated that the literature on empowerment there has developed both a macro perspective that focuses on organizational structures and policies, and a micro perspective that focuses on empowerment as intrinsic motivation. The integration of macro and micro approaches to empowerment is an important theoretical contribution because it provides a fuller understanding of the processes and outcomes of empowerment in organizations. Management cannot achieve organizational goals on its own, therefore empowerment is needed to enable employees become involved in accomplishment of tasks and organizational goals. Due to frequent changes in the environment, organizations are under pressure to attain flexibility and responsiveness to customer needs. Empowered employees who are provided with the necessary information and resources are able to make decisions and be effective. Lawson (2001) argues that empowerment can improve productivity of the organization; this can be achieved by reducing the workforce and empowering the survivors to make decisions

affecting them. Having influence on work decisions increases productivity and perceived level of job satisfaction.

Empowerment is needed to develop a self-managing workforce that can exercise self-direction and control. Zimmerman (1990, 1995) emphasizes the importance of empowerment enabling people to be equipped with the necessary knowledge and skills to exercise control in their environment; and also, to have the resilient belief in those skills in order to exercise control. More specifically, employee empowerment is associated with important outcomes in that it promotes well-being; harnesses the talents and effort towards performance improvement; enables employees to make decisions, assume risks, participate and take action; provides employees with a sense of personal and professional balance; results in personal growth since the whole process enlarges their feelings of confidence and self-control; enables employees to utilize and achieve their full potentials; enhances confidence and self-esteem, employees feel that they are in control, and promotes greater productivity hence increases potential for promotions and job satisfaction. According to Sitterly (1998), empowerment presents a win-win-win situation for all: organization benefits from increased efficiency and effectiveness; customers benefit from sharp employees who are able to meet their needs without having to pass through 'layers of approval'; and employees benefit from improving their confidence and self-esteem. Thus, the empowerment concept has roots in such substantive issues as intrinsic motivation, job design, participative decision making, social learning theory and self-management.

2.1.1 Techniques of Employee Empowerment

Researchers have identified organizational practices associated with empowerment. They include training, job design, financial involvement, employee participation, information sharing, autonomy through boundaries, and team accountability among others. Information sharing involves providing sensitive information on costs, productivity, quality and financial performance to employees throughout an organization. Autonomy through boundaries refers to organizational structures and practices that encourage autonomous action, including the development of a clear vision and clarity regarding goals, work procedures and areas of responsibility. Team accountability involves the perception that teams are the locus of decision making authority and performance accountability in organizations (Blanchard, Carlos and Randolph, 1995). Roberts (2000) came up with the nine rules for effective empowerment teams which are based on the belief that level of elementary problems control, efficiency, quality, and cost. They focus on getting the job done while solving or preventing problems, the rules include; getting priorities right, considering employees as an investment, understanding employee attitudes as byproducts of leadership style; sharing knowledge in order to inspire motivation; coaching as opposed to control; spreading responsibility to the whole team; supply of quality resources; giving of opportunity to learn and proper remuneration.

Training is the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong 2006). According to Cole (1997), training is learning activity, which is directed towards

acquisition of specific knowledge and skills for the purpose of an occupation. It is a planned process to modify knowledge, skills, attitudes and behavior through learning experience to achieve effective performance in activities. The purpose is to develop the abilities to go beyond improvement in job performance and include reduced supervision, job satisfaction, reduced labor turnover, and is essential to the acquisition and maintenance of skills necessary for optimal job performance (Bruce & Blackburn, 1992). Training opportunities are what Herzberg calls “Motivators” (Hertzberg et al 1959). Training provides means for upward mobility so that employees experience the satisfaction of enriched jobs, and upgraded employee’s skills preparing them for new technologies, legislation and policies leading to higher productivity and efficiency. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning. It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all persuasive people development solution.

Job design was defined by Davis (1966) as the specification of the contents, methods and relationships of jobs in order to satisfy technological and organizational requirements as well as the social and personal requirements of the job holder. Job design has two main aims; to satisfy the requirements of the organization for productivity, operational efficiency and quality of product or service and to satisfy the needs and interest of the individual customer, thus these aims are interrelated and the overall objective of job design is to integrate the needs of the individual with those of the organization.

Approaches to job design include; job rotation which involves the movement of employees from one task to another to reduce monotony by increasing variety; job enlargement, which means combining previously fragmented tasks into one job, again to increase the variety and meaning of repetitive work; job enrichment which goes beyond job enlargement to add greater autonomy and responsibility to a job and is based on the job characteristics approach; Self-managing teams or autonomous work groups are self-regulating teams which work largely without direct supervision; and high performance work design which concentrates on setting up working groups in environments where high levels of performance are required (Armstrong 2006).

According to Guest (1995), employees usually seek rewards from the work they do. His findings in the study showed that 70% of those interviewed indicated the type of work they did and the opportunity to use their initiative and ability in problem solving as yielding high satisfaction. He further revealed that employees need to pay attention to intrinsic factors as much as the extrinsic factors. Specifically, employers seeking a satisfied work force need to design the wider context of work to facilitate the satisfaction of intrinsic needs. Hence organizations need to pay attention to job design to derive satisfaction from employees.

Financial involvement is a form of participation in which employees have a financial stake in the company. There are number of means by which employees can participate in the financial performance of a company. The most common is the bonus scheme linked to performance, or participation in the ownership of the organization through shareholding. Employees with some forms of financial stake in the organization over and

above salary will work harder and be more productive, and the stake holders can participate in decision making at the corporate level, the aim of such scheme is to enhance employee commitment and motivation. These employees are more likely to be positively motivated and involved if they have financial stake in the organization through profit and sharing or being a shareholder (Schuller, 1989). According to Hodgets and Hegar (2008), the first place to start the process of empowerment is to ask employees more questions instead of giving them step by step direction .This allows them to build self confidence and to develop a trusting relationship with management, making employees more creative problem solvers. Employees need to be encouraged and praised as they struggle to produce outstanding creative solutions and new approaches.

Interpersonal relations is a give and take between the needs of the organization and those of the employees .The employees in the business are most concerned with getting good pay, adequate fringe benefits and doing satisfying work. The organization on the other hand intends to satisfy customers, provide quality services and goods and maximize profit. This conflict is usually settled through sufficing behavior in which individuals and organization agree to accept adequate or satisfactory payoffs from the other. In general management power and authority are wielded by managers and this requires political behavior rather than running roughshod over someone, the effective manager often uses a well thought out political approach. In this way, the manager gets done what he or she wants while causing the least amount of hard feelings or problems. Empowering employees is not always an easy process, and in many workplaces, true empowerment is rare. The process involves sharing information, training and allowing employees to

manage their jobs. According to Bruce (1994), research shows that three of the most common organizational political tactics employed by managers are; attacking or blaming others, carefully using information, and building support for new ideas. Politics are also employed widely in the appraisal process, as managers use these evaluations to control their subordinates for instance the higher one raises in the organization the more political the appraisal process becomes and manipulation of appraisal process to suit management objectives.

Managing authority involves establishment and distribution of reporting relationships among positions. Authority is power that has been legitimized by the organization and this can be through delegation, teamwork, innovation and creativity. Delegation involves giving responsibilities to the lower level of employees in the organization. When employees are trusted with certain duties they feel empowered and hence motivated to their jobs; teamwork involves working as a team regardless of department or seniority and it makes employees produce a lot within the shortest time which improves the morale of each employee leading to higher performance. In team building each and every employee feels equal; creativity refers to the ability to allow employees to come up with new ideas and products this is important because the employees are the ones who deal with customers closely and therefore they are able to get first hand information on what the customers need which can lead to better performance (Drucker 1999).

2.2 Organizational Performance

Performance measurements represent the process of adopting measures, and performance dimensions [outcomes, productivity, output and efficiency] are the elements characterizing this process. The main goals of a performance measurements include; to assure transparency to stockholders through a systematic internal and external accountability process, to achieve outcomes and objectives by improving performance at all organizational levels (Jarrar and Schiuma ,2007;Lane 2000; Poister 2003; Sanger 2008). Organizational performance measurement process involves the adoption of performance measures such as outcomes, output, efficiency and productivity. The first stage is to connect the performance measurement system to the external accountability system in order to make stockholders certain about organizational transparency. The managers then need to connect the performance measurement system to the internal reporting system; this assures effective internal communication, which is a key element for the successful development and deployment of performance measurement. The third stage is where the managers have to focus on the development of systematic procedures aimed at ensuring the use of internal reporting information for decision-making process.

Stage four requires managers to plan specific meeting in order to review and update the performance management system at all levels, managers need to check the alignment of the measures at all organizational levels. In the final stage, managers must check and ensure the alignment and consistency among all the initiatives at the organizational levels. By implementing these stages, managers can improve the use of performance measures with regard to external accountability, internal reporting, decision making processes and organizational performances. Every organization needs a clear and

cohesive performance measurement framework that supports objectives and the collection of results. (Sole 2009).

Developing and using performance measures often involves fundamental changes that may be threatening in an organization, regardless of their potential value in a particular context (de Lancer Julnes and Holzer ,2001; Marshall, 1996; Merjanian, 1996). The internal factors include leadership and internal management commitment as argued by Sanger (2008) that an effective introduction of performance measurements requires a committed leader with considerable skill willing to provide significant managerial investment, and rewards. Leadership is critical in designing and deploying effective performance measurement systems; clear and visible involvement by senior executives and managers is a necessary part of successful performance measurement systems. (Bourgault and Tremblay, 1994: Hennessey 1998: Poister 2003). On the other hand, performance measurement systems may require a lot of time and effort, especially at the beginning of the development process. The presence of performance management team could facilitate the effective implementation of a performance measurement process (Holzer and Halachmi, 1996). In the same vein, organizational culture could be a critical factor for improving the effectiveness of performance management (Deal and Kennedy, 1982; Ouchi, 1980, 1981, Peters and Waterman, 1982; Schein 1992).

Culture can be thought of as the sum total of the beliefs, ideologies, behaviors and rules prevalent in organizations, which can influence organization power relationships and their response to change (Pettigrew et al, 1992). However, managers and employees very often feel threatened by performance measures. In particular, employees view

performance monitoring systems intended to force them to work harder and managers see such systems as attempts to put increased pressure on them to produce added results. All these elements sustain the role of a performance oriented culture as a factor influencing the implementation of performance measurement systems in public organization. Employee engagement, involvement and motivation during the development of the performance measurement system could have a great impact on its success (Johansen 1999; Keenah, 2000; Martin and Davis 2001). This could encourage employees accountability, learning, motivation, and contribution to solutions. Some authors have suggested the external factors that lead to the success of a performance measurement system also depend on the support from management of and continued support from the public (Cannon 1996, Weidner and Noss-Reavely 1996). The effect of labor unions on the implementation of performance measurement can be positive or negative, depending on the circumstance (Ammons 1992; Bowden 1996).

Mann (1986), posits that organizational change is a matter of rationality, policy decisions and will automatically elicit desired behaviors. Nevertheless, even if public organizations are subjected to always operating in a political context, as argued by Holzer and Gabrielian (1998), when a policy requirement is formulated, its implementation is not necessarily assured. External requirement to use a specific performance measures should influence performance measurement in terms of the adoption of measures than in terms of use of performance information.

2.3 Employee Empowerment and Performance

Employee empowerment occurs at two levels, that is involvement and participation. The two terms are not synonymous. Though there may be an overlap, the concepts are different and should be distinguished from one another. Employee involvement initiative consists of practices which are initiated by management and are designed to increase employee information; employees will feel more involved in and with the organization. The belief is that if employees are more involved they will be more contented, more motivated and more committed to the goals and values of the organization as determined by management and that this will also make them more productive (Nykodym and Simonetti 1994). Marchington et al (1992) used the term employee involvement to indicate the range of managerially inspired, designed and initiated processes which are intended to improve communication with employees to generate great commitment and enhance employee contribution to the organization.

On the other hand, employee participation refers to the process through which employees play a greater part in the decision making process. Rodrigues (1994), stated that there are three elements central to the concept of participation: influence, interaction and information sharing. Thus, while involvement is designed to merely increase information given to employees so as to enhance their commitment to the organization, participation provides employees with opportunity to influence or take part in decision making on matters affecting them and their work. Through participation employees are able to influence a wide range of issues regarding the organization and the concrete of their work.

2.4 Benefits of Employee Empowerment

According to Tapper and Salter (1995), employee empowerment simply means creating a stable work force, to improve their quality of work and build morale. The concept behind employee empowerment is geared towards motivating the employees, other benefits include; encourage employee satisfaction through delegating responsibilities, developing an effective management strategy that helps to increase employee satisfaction and empowering employees to give them a feeling of belonging and ownership which directly translates to efficiency in production; on the other hand, employees with incentives from higher authorities in the organization feel that they require to gain a level of authority, knowledge and control that is necessary to solve customer related problems.

As a result of the above, companies are able to deliver better services to their customers; organizations that acknowledge employee's opinion create stable working environment of honor, contentment and respect. Companies that use this kind of leadership attract trustworthy employees who work with them for a long period; since most companies work towards reaping high profits, employee empowerment is essential when it comes to increasing profitability. Empowering each employee helps lower absenteeism and encourages productivity which in turn increases profits in the organization (Blanchard and Randolph, 1995).

However, there are various reasons why employee empowerment doesn't work this is because, employee empowerment can seem like a 'good' thing to do but most managers don't believe in it. Managers don't really understand what employee empowerment means but they have a vague notion that employee empowerment means you start a few

teams that address workplace employee morale or safety issues that eventually leads to wrong implementation; managers fail to establish boundaries for employee empowerment for effective empowerment to take place, managers should define the extent in which the staff can make decisions, what decisions can employees make day-by-day that they do not need to have permission or oversight to make. The boundaries must be defined or employee empowerment efforts will fail; managers have defined the decision making authority and boundaries with staff but then micromanage the work of employees. This is usually because managers don't trust staff to make good decisions. Staff members know this and either craftily make decisions on their own and hide their results or they approach the managers for everything because they don't know what they really can control (Tapper and Salter, 1995).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The study was carried out through a cross-sectional descriptive design. Cross-sectional descriptive design is undertaken in order to ascertain and be able to describe characteristics of variables of interest in a situation. Cross-sectional descriptive presents data in a meaningful form thus it helps one to understand the characteristics of a group in a given situation; think systematically about aspects in a given situation; offer ideas for further probe and research (Chava and Nachmia, 1996).

3.2 Population

The population of the study was all the public secondary schools in Tiriki West Division. According to records at the Divisional Quality Assurance Office (2010) in Tiriki, there are 30 public secondary schools in the Division.

3.3 Sampling Technique

The study used stratified sampling to select a sample of respondents to ensure adequately representation in the sample so as to increase the level of accuracy when estimating parameters (Chava and Nachmia 1996).

3.4 Data Collection

Primary data was collected using a semi-structured questionnaire which will involve the use of both open and close ended questions. The questions will be structured in such a

way to ensure definite, concrete, and precise responses. The questionnaire will be divided in to three sections. Section A will elicit information on the profile of schools in the study; section B will address aspects of employee empowerment in schools and section C will bring out the issues on performance. The respondents on empowerment will be the heads of academic departments. Data on performance of the schools will be obtained from secondary sources at the District Education Office or offices of the head teachers of the relevant schools.

3.4 Data Analysis

Data was analyzed using descriptive statistics such as frequency distribution, mean scores, percentages and standard deviations. Pearson's correlation technique was used to test for the strength and significance of the relationship between employee empowerment and schools' performance.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Response Rate

The response rate was 101 out of 150 heads of academic departments that were targeted for this study. This gives 67.33% response rate. Out of the 30 public secondary schools, only 20 schools responded, representing 66.67% of all schools targeted for the study.

4.2 Demographic Data

Table 1: Distribution of the Respondents by Gender

Gender	Frequency	Percentage
Male	54	53.4
Female	47	46.5
Total	101	100

From the findings of the study presented in table 1, 54 out of 101 were male respondents which represent 53.4% of the sample. The female respondents constituted 46.5%. From these findings, we can conclude that both genders are represented with a negligible difference.

Table 2: Distribution of the Respondents by Age

Age	Frequency	Percentage
20-30	70	69.3
31-40	17	16.8
40 and above	14	13.9

The findings shown in table 2 indicated that 69.3% of the respondents are in the age bracket of 20 - 30, 16.8% are found between the ages of 31 - 40 and 13.9% are above 40

years. This distribution represents a variance of 39.85. This is an average age of maturity and therefore it can be used as a justification of the credibility of the responses.

Table 3: Distribution of the Respondents by level of Education

Highest level of education	Frequency	Percentage
Certificate	16	15.8
Diploma	48	47.5
Bachelors	37	36.6
Masters	0	0

Research findings in table 3 indicate that 47.5% of the respondents have attained diploma as their highest level of education, 36.6% have attained Bachelors degree and 15.8% have other forms of professional qualifications. No respondent had attained relevant masters degree in the whole division. The information on the level of education indicates that the respondents are professionals who have a high probability of producing good performance.

Table 4: Distribution of the Respondents by length of Service

Length of service	Frequency	Percentage
Less than 1 year	60	59.4
1-3 years	26	25.7
4 and above years	15	14.9

As evident in table 4, 59.4% of the respondents have served for less than 1 year, 25.7% have served between 1-3 years while 14.9% have served for 4 years and above. Empowerment is largely attitudinal concept that takes time and therefore with most respondents indicating that they have been in the current position for less than a year the assertion by Gaziel (1990) that short term contracts and high turnover hinders empowerment is worth considering when interpreting these results.

Table 5: Distribution of the Respondents by Category of School

Category of schools	Frequency	Percentage
District	60	59.4
Provincial	41	40.6
National	0	0

The findings presented in table 5 indicate that 59.4% of the schools fall in the district category, 40.6% fall in the provincial category and none belongs to the national level.

In total, there are 129,766 students in the 20 schools and 2,093, teachers, meaning that each teacher has an average of 62 students against the recommended ratio of 1:40 (teacher to student). This represents a wide span of control which is a factor that could have a negative influence on performance.

4.3 Performance of Schools

The average performance of the schools in KCSE examinations for three years (2008-2010) is presented in table 6.

Table 6: Performance of Schools in Tiriki Division between 2008-2010

Name of Schools	Mean Score out of 12
Gamalenga Secondary School	4.27
Gavudunyi Secondary School	5.17
Gimariani Secondary School	6.03
Gimengwa Secondary School	5.01
Gisambai Secondary School	7.01
Givole Secondary School	4.21
Gumoi Secondary School	3.05
Ivola Secondary School	6.07
Kapsotik Secondary School	6.90
Lwombeii Secondary School	5.45
Lusengeli Secondary School	7.83
Muhaya Secondary School	8.00
Muhudu Secondary School	8.21
Museywa Secondary School	7.34
Musiri Secondary School	6.44
Senende Secondary School	5.32

Stanley Godia Givogi School	4.89
St. Annes Buyangu Secondary School	5.90
St. Pauls Erusui Secondary School	6.02
Simbi Secondary School	7.07

Performance of schools in the last three years from 2008 to 2010 is presented in table 6.

The table shows that 51.48% of schools had improvement in their performance, while 35.64% of schools dropped, 5.94% had no change in their performance while 16.8% improved in 2008, dropped in 2009 and improved in 2010.

4.4 Empowerment of Teachers

Research findings on empowerment of teachers are presented in table 7.

Table 7: Summary of Responses on Empowerment of Teachers

Key

A-Training and development is important for improved performance.

B- Involvement of teachers in financial decisions can improve performance

C-I am treated as responsible and important employee and encouraged to develop creative and innovative methods of teaching.

D- I make important decisions on teaching and evaluation techniques

Name of Schools	A		B		C		D	
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Gamalenga Secondary School	4.2	0.4	3.6	1.7	2.6	2.2	4.4	0.5
Gavudunyi Secondary School	4.6	0.2	0.0	0.0	5.0	0.0	4.0	0.0
Gimariani Secondary School	2.4	1.9	0.0	0.0	5.0	0.0	4.0	0.0
Gimengwa Secondary School	3.0	2.5	0.0	0.0	5.0	0.0	4.0	0.0
Gisambai Secondary School	4.2	0.4	2.0	2.5	4.6	0.5	4.0	1.4
Givole Secondary School	4.6	3.9	3.2	1.7	2.6	2.2	4.6	0.0
Gumoi Secondary School	4.6	0.5	3.4	1.7	4.4	0.5	4.6	2.9
Ivola Secondary School	3.4	5.7	4.6	0.5	2.6	2.2	3.6	1.9
Kapsotik Secondary School	4.6	0.5	3.2	0.5	4.2	0.4	3.4	1.6
Lwombeii Secondary School	3.6	1.7	3.6	1.9	4.8	0.4	4.2	0.4
Lusengeli Secondary School	3.2	1.6	3.2	1.6	2.4	1.1	3.2	5.8

Muhaya Secondary School	3.2	1.6	3.4	0.0	4.0	0.0	4.2	0.0
Muhudu Secondary School	0.8	1.6	3.4	1.7	4.0	0.0	4.0	0.0
Museywa Secondary School	3.2	8.0	2.6	2.2	3.6	1.9	3.4	0.7
Musiri Secondary School	4.0	0.0	4.6	0.5	4.6	0.5	4.0	0.5
Senende Secondary School	2.4	1.9	3.4	1.9	2.4	1.9	3.4	1.7
Stanley Godia Givogi School	3.6	1.9	4.6	0.5	1.8	2.2	3.6	1.9
St. Annes Buyangu Secondary School	4.0	1.9	2.8	2.3	4.4	0.5	4.0	0.0
St. Pauls Erusui Secondary School	3.4	1.7	2.4	1.9	3.4	1.7	4.0	2.0
Simbi Secondary School	3.8	1.9	2.6	2.2	2.6	2.2	3.0	2.4

The research findings in table 7 are presented and interpreted for each of the dimensions of empowerment.

4.4.1: Empowerment through Training

As shown in table 7, 58.4% of teachers had undergone training in the last 3 years while 41.5% of teachers did not undergo training. This variable had a mean response of 3.36 this is more than the average score which reflects the importance attached to training for improved performance. Training involves the use of formal processes to impart knowledge and help people to acquire skills necessary for them to perform better (Armstrong, 2006). From the findings 51.48% of the teachers who did not undergo training indicated that they improved in their performance but 35.64% dropped in performance, 5.94% plateaued and 16.8% improved then dropped in the subsequent year. This could be an indication of importance of training as a form of empowerment. 51.48% of schools that improved showed a correlation of 0.6 between training and performance, indicating that training is an important determinant of performance. It is credible to conclude that training of teachers improves the performance of students in the schools.

The findings of the study in table 7 also indicate that 48.5% of schools dropped in their performance in the last 3 years. This could be attributed to the high teacher to student ratio of 1:62 against a recommended ratio of 1:40, making it difficult for the teachers to concentrate on all the students. The research shows that a larger proportion (59%) of the respondents took part in training which sharpened their knowledge and skills, and improved their methods of delivery which led to 16.8% of the schools improving in their performance. This confirms suggestions by Cole (1997) that training modifies knowledge, skills, attitudes and behavior that are necessary to achieve effective performance. 34.6% of schools had no change in their performance. 57% of schools showed no improvement in various departments, 21% dropped in their performance and 22.7% improved. For performance of both school and departments to improve, regular training of teachers should be embraced to improve their knowledge and skills, more teachers should be employed to reduce the teacher student ratio, teamwork and motivation should also be embraced.

4.4.2: Empowerment through Financial Involvement

11.8% of the respondents strongly agree that they participated in the budgeting for school finances, 12.8% agree 18.8% were undecided 18.8% disagree and 37.6% strongly disagree. Research findings show that a larger percentage of respondents were not involved in financial issues of the school. When this was correlated to the performance of schools the correlation coefficient was 0.6. This confirms Schuller (1989) assertion that if employees are not involved in the financial stake of the organization, they will not work hard to achieve the organization's objective due to lack of commitment and motivation.

4.4.3: Empowerment through Decision Making

In the research findings, 81.18% of the respondents were involved in decision making, while 18.8% of respondents were not involved in decision making in their institutions. Out of 81.18% who were involved in decision making, 52% improved in their performance, 40% plateaued, 8% dropped while 16.8% showed fluctuating performance. Decision making refers to teachers' participation in critical decisions that directly affect their work, teacher selection and curriculum (Maeroff, 1988). This is consistent with Marchington et al's suggestion that if teachers are involved in decision making they will be more contented, motivated and committed to the goals and values of the organization. This suggests that decision making is a necessary condition for empowerment. When decision making was correlated with performance, the correlation coefficient was 0.5, indicating that decision making greatly affects performance. 56.4% of the respondents indicate that they have been co-opted in the executive committee of Parents Teachers Association or Board of Governors and 43.6% are not members. Being a member of PTA or BOG is a form of empowerment in terms of being involved in the top organ of decision making in a school. 65.3% of the respondents think it is important to be part of BOG or PTA.

4.4.4: Empowerment through Employee Relations

As presented earlier, 10.9% of the respondents strongly agree that they are treated as responsible and important employees, 41.5% agree, 23.7% disagree and 9.9% strongly disagree. From the research, 52.4% of respondents who agree and strongly agree that they are treated as responsible and important employees, were from schools that had improved

in their performance. This confirms what Hodgets and Hegar (2008)'s argument that if employees are responsible for the way their jobs are performed they will work hard to achieve the expected performance. 10% of the respondents who strongly disagree that they are treated as responsible employees, were from schools that dropped in their performance. This supports Peters and Waterman (1982) observation that employees are the best valuable resource of an organization and that appreciating them would enhance their motivation and performance. 27.7% of the respondents strongly agree that they are encouraged to develop creative and innovative methods of teaching, 30.6% agree, 29.7% were undecided 7.9% disagreed and 4.9% strongly disagree. Data on "encouraging employees to be creative and innovative was correlated with performance data. The resulting correlation coefficient was significant at $p < 0.05$. ($r = 0.81$, $p < 0.05$) indicating that treating employees as important and encouraging them to develop creative methods of teaching is an important determinant of performance. Autonomy refers to the teachers feeling that they have control over various aspects of their working life (Short and Rinehart, 1992). When teachers are encouraged to develop creative and innovative methods of teaching by the administration, it shows how they are being trusted and this builds good interpersonal relations which is a form of empowerment that leads to improved performance.

From the study, 40.6% of the respondents belong to unions and professional organizations while 59.4% do not belong to any labor unions. Unions are bodies that help in negotiating for improved terms of service for employees. Teacher unions help build togetherness and are a form of empowerment in assisting their institutions to achieve their goals.

Table 8 contains mean scores and standard deviations for the findings for each school on teachers participation in problem-solving, career development and communication.

Table 8: Summary of the Findings on Forms of Employee Participation

Key-

E- Participation through problem solving

F- Participation through career development

G- Participation through communication

Name of Schools	E		F		G	
	Mean	S.D	Mean	S.D	Mean	S.D
Gamalenga Secondary School	2.6	1.4	3.6	0.9	4.6	0.5
Gavudunyi Secondary School	2.4	1.5	2.0	0.5	4.0	0.0
Gimariani Secondary School	1.6	1.2	1.2	0.9	4.0	0.0
Gimengwa Secondary School	3.2	1.7	1.8	0.4	4.0	0.0
Gisambai Secondary School	1.8	0.9	1.4	0.5	4.0	0.0
Givole Secondary School	2.6	1.9	1.4	0.8	3.6	1.1
Gumoi Secondary School	3.0	1.5	1.4	0.8	3.6	1.0
Ivola Secondary School	3.6	0.5	1.6	0.0	3.0	0.9
Kapsofik Secondary School	1.8	0.9	2.4	0.5	1.6	1.1
Lwombei Secondary School	2.8	1.2	2.0	0.3	4.0	0.9
Lusengeli Secondary School	2.6	0.7	2.2	0.7	2.6	0.4
Muhaya Secondary School	3.0	1.4	2.0	0.4	3.0	0.4
Muhudu Secondary School	3.0	1.3	3.2	1.2	3.0	1.2
Museywa Secondary School	3.2	1.4	2.4	1.0	3.8	1.3
Musiri Secondary School	2.8	0.7	1.6	0.7	3.6	0.9
SenendeSecondary School	3.2	1.2	2.2	0.9	2.8	1.3
Stanley Godia Givogi School	3.6	1.3	2.6	1.2	3.6	1.0
St. Annes Buyangu Secondary	3.6	0.7	2.2	1.2	3.4	0.9
St. Pauls Erusui Secondary School	4.2	1.3	2.4	1.3	3.0	1.2
Simbi Secondary School	4.0	1.4	1.2	0.9	4.0	1.4

It is evident from research findings in table 8 that, 6.9% of the respondents participated in problem solving to a very great extent, 33.6% to a great extent, 32.6% to a moderate extent, 6.9% to a less extent and 19.8% of the respondents did not participate in problem solving. When each group was considered against its performance it was observed that in subsequent year, others showed steady improvement while others showed steady decline.

This implies that participation in problem solving alone cannot be used as a determinant performance. This is contrary to what Hodgets and Hegar (2008) assertion that making employees more creative problem solvers allows them to build self confidence and to develop a trusting relationship with management, leading to improved performance. This form of empowerment had a correlation of 0.3 with performance, meaning that there is weak correlation between the two variables.

As presented earlier, 17.8% of the respondents strongly agree that they were provided with equal opportunities to improve their careers. 16.8% of the schools where teachers were provided with opportunity to improve their careers improved in their performance. There is a weak correlation of 0.02 between equal opportunity for employees and performance. This provides a weak support to Short and Rinehart's (1992) suggestion that when schools provide teachers with opportunities to grow and develop professionally it expands their skills, leading to improved performance. 23.7% agreed, 15.8% were undecided, 19.8% disagreed and 22.7% strongly disagreed that they are given equal opportunities to improve their careers

The average number of the respondents who strongly agree that they participated through communication is 0.188, which represents 18.8%. All the schools represented by these respondents posted improved performance. The correlation between 0.92, indicating that communication is an important determinant of performance. This confirms Nykodym and Simonetti's (1994) argued that if employees are more involved, they will be more contented, motivated and committed to the goals and values of the organization, thereby making them more productive. An average of 0.31 of the respondents were involved in

communication to a great extent, 0.35 to a moderate extent, 0.11 to a less extent and 0.02 were not involved.

The respondents concluded that in order for performance to improve in their schools, the relationship between teachers and administration should include the following: transparency and democracy; when all activities are done in a transparent manner trust and commitment will be built between the two parties, leading to a better performance. Teamwork, communication, openness and commitment should also be enhanced to improve performance. Teamwork enhances work accomplishment done within a limited time.. When the teachers are committed to their goals and values they will be motivated to work and this will lead to better performance.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

From the study, there are various forms of teacher empowerment such as training, financial involvement, decision making and interpersonal relations that influence performance. From the study, treating employees as important and allowing them to develop creative methods of teaching influences performance to a very great extent. This conclusion arises from the fact that all their schools improved in their performance. Training and financial involvement as forms of teacher empowerment influence performance to a great extent.

The teachers who took part in training posted an improvement of 51.48% in their schools, thus confirming Cole (1997)'s suggestion that training modifies knowledge, skills, attitude and behavior necessary to achieve effective performance. From the research, participation of teachers through career development had the lowest correlation of 0.02 indicating that career development affects performance to a lesser extent. This could be attributed to the fact that teachers who go for further training are promoted to higher positions or leave the teaching service all together. The teacher student ratio of 1:62 makes it difficult for the teachers to give enough time to each student. This is likely to impact performance negatively.

5.2 Conclusion

This study investigated the relationship between empowerment of teachers and performance of public secondary schools. The findings demonstrate that a number of teacher empowerment dimensions have impact on these outcomes in the school setting, but a number of limitations should be considered when interpreting these findings. The ministry of Education, as the central office and its operational units at the local level should encourage participation of teachers in seminars and programs that stress teachers' professional growth and self-efficacy. It is assumed that once teachers experience greater opportunities for professional growth and acquire greater confidence in their ability to achieve high order goals, their status will rise as well. As a result, and in addition to participating in shared decision making with the principal, teachers may feel empowered at school, a fact that will reflect on their commitment toward the organization, the profession and their extra role behaviors.

5.3 Recommendations

From the study, it is clear that employee empowerment influences the performance of secondary schools. It is therefore important that teachers be empowered to enable them perform better. The study recommends that all school principals use fully the techniques of empowering employees in order to achieve performance from the teachers. School principals should allow also teachers to come up with alternative styles of teaching that can improve performance.

5.4 Limitations of the study

Some teachers avoided some questions thinking that they were too sensitive and may put them in trouble with authorities

5.5 Suggestions for further studies

Effects of other variables such as perceived supervisory support as mediating variables in the relationship between teacher empowerment and school outcomes could be studied to enrich the findings of the present study. In addition, since the current study was conducted in public secondary schools, it may be worthwhile to investigate elementary schools to determine whether the results presented here reflect the general situation of teachers at all levels, including private schools and tertiary institutions. There is also need to study employee empowerment in organizations such as the hotel industry, primary schools, parastatals and government ministries.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi,

School of Business,

Department of Business Administration

P.O Box 30197,

Nairobi.

Date: 17/08/2011

Dear Respondent.

RE: REQUEST FOR RESEARCH DATA

I am a Master of Business Administration student at the University of Nairobi, specializing in Human Resource Management. As part of the degree, I am required to conduct a research study on **“Relationship between empowerment of teachers and performance of public secondary schools in Tiriki West Division of Vihiga District”**.

You have been chosen to participate in the study and I will greatly appreciate your input in responding to all the items in the attached questionnaire. The study is purely academic. Kindly rest assured that all your responses shall be kept completely anonymous with utmost confidentiality.

Thank you in advance

Yours sincerely,

Okioma Linet Intabo

MBA student

University of Nairobi

Appendix II: QUESTIONNAIRE

SECTION A

PART 1

Personal information

(Please respond by ticking as may be appropriate to you or write in spaces where applicable.)

(i)-Gender Male [] Female []

-ii)Age 20-30yrs [] 30-40 [] 40 and above []

iii)-Highest level of education attained

Certificate [] Diploma [] Bachelors [] Masters []

Others

iv)-Length of service in the current station

Less than 1 year [] 1-3 years [] 4 and above []

PART 2

School profile

i) which category does your school fall among the following ?

District [] Provincial [] National []

Others

How many students are in your school?

ii) How many teachers have been deployed in your school?

iii) What was your mean score and grade in the year?

Year	Means score	Mean grade
2010		
2009		
2008		

iv) Have members of your department undergone any form of training in the last three years?

Yes [] No []

v) In your own view, would training have improved the performance of students in the school? **Briefly**

explain.....

.....

iv) Are teachers involved in decision making forms in your school?

Yes [] No []

vi) What would you recommend to be included in the relationship between teachers and administration to improve performance?

.....

.....

SECTION B

Teacher Empowerment

(Please respond by ticking appropriately)

-Do you belong to any labor union or professional organization?

Yes [] No []

-If yes, how have you benefited?

Rate the extent to which you are regarded and relate with your staff mates

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Training and development is important for improved performance					
Involvement of teachers in financial decision making can improve performance					
I am treated as responsible and important employee and encouraged to develop creative and innovative methods of teaching					
I make important decisions on teaching and evaluation techniques					

PART 2

(Please respond by ticking appropriately)

Interpersonal relations and participation

i) Are you a member of Parents and Teachers Association (PTA) or Board of Governors (BOG) of your school ?

Yes []

No []

ii) Do you think that it is important for teachers to be part of the BOG or PTA?

Yes []

No []

Rate the extent to which you are allowed to take part in each of the following forms of participation. Please tick appropriately

Statement	Not at all	To a less extent	To a moderate extent	To a great extent	To a very great extent
Participation through problem solving					
Participation through career development					
Participation through communication					

SECTION C

Performance

(Please respond to the questions by either filling in the blank spaces or ticking the appropriate response)

i) How would you describe the performance of the school in the last three years?

Improved Dropped Plateau / No change

Others specify

.....

.....

ii) How would you describe the performance of your department in the last three years?

Improved Dropped Plateau / No change

Others

.....

.....

iii) In your view, what is the main reason for your performance in (i) and (ii) above

(i).....
.....

(ii).....
.....

(iv) What changes would you recommend in the school and department to improve performance of the school.....
.....

Appendix III: List of Schools

- | | |
|--------------------------------------|--|
| 1 Dr. Maurice Dangana | 21 Muhudu Secondary School |
| 2 Friends School Tigoi Girls' High | 22 Munzatsi Secondary School |
| 3 Gahumbwa Secondary School | 23 Museywa Secondary School |
| 4 Gamalenga Secondary School | 24 Musiri Secondary School |
| 5 Gavudunyi Secondary School | 25 Nyang'ori Boys High School |
| 6 George Haniri Chepkoyayi Secondary | 26 Simbi Secondary School |
| 7 Gimariani Secondary School | 27 Stanley Godia Givogi Secondary School |
| 8 Gimengwa Secondary School | 28 Senende High School |
| 9 Gisambai Secondary School | 29 St. Annes Buyangu Secondary School |
| 10 Gitagwa Secondary School | 30 Paul's' Erusui Girls High School |
| 11 Givole Secondary School | |
| 12 Goibei Girls High School | |
| 13 Gumoi Secondary School | |
| 14 Ivola Secondary School | |
| 15 Kapchemungung' Secondary School | |
| 16 Kapsotik Secondary School | |
| 17 Kaimosi Boys High School | |
| 18 Lwombei Secondary School | |
| 19 Lusengeli Secondary School | |
| 20 Muhaya Secondary School | |